

Dance Arts Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

April 20062013

Introduction

The Dance Arts Standards of Learning identify the essential ~~content~~ knowledge and skills required in the dance arts curriculum for the middle school and ~~core~~ high school courses in Virginia's public schools. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. The standards outline the minimum criteria for a sequential course of study within a comprehensive dance arts education program. The standards are designed to be cumulative ~~and~~, progressing in complexity by course from the middle school through the ~~secondary level~~ four levels of high school.

Throughout dance arts education, course content is organized into four specific content strands or topics: Performance, Creation, and Production; ~~Cultural Context~~ and Dance History and Cultural Context; ~~Judgment and Analysis, Evaluation, and Criticism~~ and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout dance arts instruction, regardless of the particular learning experience. It is through the acquisition of the mastery of dance arts concepts, content, and acquisition of dance arts skills that, the goals for dance arts education can be realized. A comprehensive dance arts program provides students with the ability to develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. Through participation in the dance arts, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

~~The Dance Arts Standards of Learning provide a foundation for dance study at the middle and high school levels and suggest the minimum criteria for a comprehensive dance education program. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and develop select instructional processes that exceed these minimum criteria strategies and assessment methods appropriate for their students. Teachers will be expected to consistently model appropriate use of copyrighted and royalty-protected materials.~~

Goals

The content of the Dance Arts Standards of Learning is intended to support the following goals for students:

- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument.
- Solve choreographic problems creatively through use of the principles, processes, and structures of dance composition.
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies.
- Demonstrate understanding of dance within the contexts of history, culture, and other art forms; and of the role of dance as a vehicle for human expression.
- Develop observation and critical-thinking skills for the evaluation of dance works ~~and~~, including their impact on society.
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of technology contemporary media on dance creativity and performance.
- Demonstrate understanding of the variables of culture and experience that shape the aesthetics of individuals and societies.

- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for dance as an integral component of an educated, cultured society.

Strands

Performance, Creation, and Production

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production and demonstrate ~~appropriate~~ safe use of related materials, methods, and technologies to present and document their creative work.

Cultural Context and Dance History and Cultural Context

Students will understand dance arts within the contexts of ~~culture and history,~~ culture, and other art forms. Students will examine the interrelationships among current events, ~~developing technologies~~ contemporary media, and dance in society. By viewing and evaluating the work of acclaimed choreographers and dance artists, students will become aware of the contribution of the dance arts to the quality of the human experience. Students will gain insight into the unique culture of dance, explore a variety of careers in the field, and use this information to shape personal portfolios that represent their work as creative artists and reflective members of society.

Judgment and Analysis, Evaluation, and Criticism

~~Criticism~~ Criticism in dance arts is based upon a thorough understanding of artistry and craft. Students will employ the processes of observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will ~~articulate an~~ objectively evaluate ~~one of~~ dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work.

Aesthetics

The ability to make qualitative judgments about the dance arts depends upon the ability to experience a sensory, emotional, and/or intellectual response to dance as an art. Students must recognize the implementation of choreographic and production elements in performance in order to analyze their response ~~and relate that response~~ to the dance experience. Students will gain insight into different cultural perspectives and the factors that shape aesthetic responses, arriving at a clear articulation of their own aesthetic views.

Safety

Safety must be given the highest priority in implementing the ~~Dance Arts Standards of Learning~~ instructional program. Students must know how to follow safety guidelines, demonstrate appropriate safety techniques, use equipment safely, and ~~demonstrate practice~~ dance theatre etiquette both on and off the stage while working individually and in groups. ~~These guidelines apply in both the instructional and the performance settings.~~

~~Structurally sound~~ For every instructional activity, correct training techniques, as well as wise selection of appropriate resources, materials, and dance experiences must be ~~considered~~ carefully considered in regard to safety for every instructional activity. Safe facilities for instruction and performance require ~~careful~~ thorough planning, careful management, and ~~the constant monitoring of student~~ during dance activities. Class enrollments and audience size ~~must remain within~~ should not exceed the designated capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

Every effort should be made to provide an instructional site appropriate to dance instruction. Students should be instructed in proper studio rules, dress, and etiquette ~~that provide a safe educational environment~~. Instructors should stress safe technical practices for their students, including

- ~~emphasizing the importance of consistent, correct alignment of spine and limbs and, along with~~ technical skills to that minimize the risk of injury while enhancing technical accomplishment; and
- ~~selecting use of~~ appropriate movement material to provide technical challenges with a minimum of risk to the students' physical safety;
- use of sound warm-up, cool-down, stretching, and strengthening techniques to prepare the body for class, rehearsal, and performance, and care for it afterward; and
- use of appropriate dance footwear or bare feet.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of ~~activities necessary for a successful~~ activities when mounting a performance, including rehearsal, design and implementation of lighting, costumes, properties, sound, and scenery; technical rehearsals with cast and crew; elements, performances with audiences; and strike and clean-up ~~cleanup of production materials upon completion of performance run~~. Each of these activities requires ~~knowledgeable teachers who are prepared to teaching and learning about~~ the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid ~~damage or injury or damage~~:

2. ~~Rehearsals for cast and crew and performances with audiences~~

- Physical warm-ups and cool-downs are essential for dancers' safety.
- All unnecessary sets, furniture, and other objects and obstructions should be cleared from the rehearsal space.
- A telephone with a direct outside line should be available at all times, and emergency numbers should be posted nearby should be conveniently located displayed prominently in the theatre and studio settings space being used.
- Technical rehearsals and pPerformances and technical rehearsals should be staffed with by a dance teacher as well as a stage manager, production manager, and/or technical director.
- ~~A telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre and studio settings.~~

1. ~~Design and implementation of~~ Technical elements designed and implemented according to safety guidelines

- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures should be properly maintained and regularly inspected, especially for ground continuity.
- ~~There should be an accessible~~ A master switch for the electrical supply for to stage lighting equipment must be easily accessible.
- Amplified sound volumes ~~should~~ must not exceed safe levels.
- ~~All damaged and worn-out equipment should~~ must be immediately removed from service assessed for safety issues before being used.
- When dance productions require the construction of scenery, costumes, and/or properties, ~~and/or scenery, these activities construction~~ should be conducted under the same conditions and according to the same practices used in for career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- ~~Stage floor surfaces should be~~ A smooth, resilient, not nslippery floor, and free of obstructions should be used (e.g., sprung wood floor, marley floor).

Performance

- ~~Exits must be clear and unobstructed at all times.~~
- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- ~~During periods of occupancy, no exit door should be locked, chained, or obstructed from opening freely from inside the theatre.~~
- All exits must be unobstructed and usable at all times.
- ~~All~~ All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.
- ~~Reasonable access to changing facilities and restrooms should be provided for performers.~~

3. ~~Strike and clean-up~~ cleanup

- Scheduling strike and clean-up cleanup immediately after the final performance, when ~~fatigue and carelessness can result in~~ due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and clean-up cleanup must be supervised by ~~an adult (usually the technical director)~~ a teacher with training in theatre safety.

Middle School Exploratory Dance Arts

The standards for ~~m~~Middle sSchool Exploratory Dance Arts ~~standards are designed to provide~~ introduce students ~~with an introduction~~ to the study of dance. Students ~~will~~ experience dance as an art form that will help them develop critical-thinking skills, discipline, collaboration, creativity, and physical skills that facilitate the safe execution of dance movement. Students ~~will~~ enrich their views of ~~society~~, themselves, society, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.

Performance, Creation, and Production

- DM.1 The student will demonstrate correct alignment of spine and limbs while performing axial movements, including bending, twisting, swinging, and stretching.
- DM.2 The student will demonstrate correct alignment of spine and limbs while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.
- DM.3 The student will develop dance technique skills, including strength, flexibility, coordination, and balance, and movement vocabulary through replication and repetition.
- DM.4 The student will perform short movement sequences that employ specific space, shape, time, rhythm, energy, and effort requirements.
- DM.5 The student will identify performance practices that promote safe technique and will recognize incorrect performance of physical skills, which can result in injury.
- DM.6 The student will develop personal movement invention, using improvisational skills, that include imitation, mirroring, and shadowing.
- DM.7 The student will create and perform short choreographic studies that manipulate the elements of space, shape, time, rhythm, energy, and effort.
- DM.8 The student will collaboratively create and perform short choreographic studies that use simple compositional forms, including unison, theme and variation, and canon as a compositional form.
- DM.9 The student will differentiate between constructive and nonconstructive feedback in regard to performance and choreography, using descriptive language and accurate dance vocabulary.
- DM.910 The student will rehearse choreographed dances and execute those dances in performance.
- DM.4011 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise~~ care with use of theatre facilities, equipment, and costumes.
- DM.4412 The student will collaboratively participate in various production-support activities ~~for dance performance~~ (e.g., publicity, running crew, costume ~~care~~ crew, strike and ~~clean-up~~ cleanup).

Cultural Context and Dance History and Cultural Context

~~DM.13~~ The student will research the role of social and folk dance forms in American history.

~~DM.12~~¹³ The student will identify similarities and differences in dance styles from various historical periods.

~~DM.14~~ The student will compare and contrast observable elements that characterize the dance arts of various cultures (e.g., line, shape, embellishment, use of color, speed) and create distinctions among them.

~~DM.14~~¹⁵ The student will identify reasons for dancing, including the use of dance as a form of expression, communication, ceremony, and entertainment.

~~DM.15~~¹⁶ The student will identify the roles of performers and audiences for various forms of dance.

~~DM.16~~¹⁷ The student will identify various dance professions.

~~DM.18~~ The student will describe the concept of copyright and relate it to dance.

~~DM.19~~ The student will identify appropriate performer and audience etiquette.

Judgment and Analysis, Evaluation, and Criticism

~~DM.17~~²⁰ The student will describe in oral and written form personal work and the work of others in regard to technique, choreography and performance, using appropriate dance arts vocabulary and terminology.

~~DM.18~~²¹ The student will view live and recorded dance performances and describe the similarities and differences in composition and style, using oral and written responses of dance performances, including live and recorded performances.

~~DM.22~~ The student will identify the role of the dance critic.

Aesthetics

~~DM.19~~²³ The student will define *aesthetics* and discuss explain how it is reflected in dance arts and in everyday life.

~~DM.20~~²⁴ The student will discuss explain ways in which a dance can evoke sensory, emotional, and intellectual responses.

~~DM.21~~ The student will discuss ways in which aesthetic responses to works of dance differ from judgment and criticism.

Dance I

The ~~Dance I~~ standards ~~for Dance I~~ are designed to provide students with a survey of the dance arts. ~~The course places e~~Emphasis is placed on physical and creative skill development ~~while providing, and opportunities to experience and appreciate dance performance are provided.~~ Historical and cultural studies will expand ~~the students'~~ understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. ~~Students will be encouraged to identify areas of personal interest within the various fields embraced by the dance arts. Students become familiar with the various dance-related professions and the ways in which they function together to create dance productions.~~

Performance, Creation, and Production

- DI.1 The student will demonstrate correct alignment of spine and limbs while standing in a variety of dance shapes and while moving through space.
- DI.2 The student will develop dance technique skills ~~and movement vocabulary~~, including strength, flexibility, coordination, ~~endurance~~, balance, and ~~replication~~ endurance, in response to visual and vocal prompts.
- DI.3 The student will perform extended movement sequences that employ a variety of space, shape, time, rhythm, energy, and effort requirements.
- DI.4 The student will demonstrate ~~performance~~ fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutritional ~~awareness~~, hydration) and will identify the relationship between incorrect execution of physical skills and dance injuries.
- ~~DI.5 The student will develop personal movement invention skills and improvisation skills.~~
- DI.65 The student will develop movement invention and improvisation skills, including the use of movement to express emotional, ~~and/or~~ narrative content, and/or the relationship of dance to music.
- DI.76 The student will collaboratively create and perform short choreographic studies ~~for solo, duets, or trios~~ that
1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. ~~demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution;~~ and
 3. use a variety of compositional forms, including unison, ~~theme and variation~~, canon, and ABA, and rondo.
- DI.7 The student will identify constructive criticism practices used in the delivery of feedback regarding the effectiveness of compositional choices.
- DI.8 The student will demonstrate ~~in performance~~ a range of performance skills, including rhythmic and movement accuracy.

- DI.9 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise~~ care with use of theatre facilities, equipment, and costumes.
- DI.10 The student will collaboratively participate in various production-support-~~roles~~ activities (e.g., publicity, fund-raising, house management, costume crew, lighting crew, running crew, strike and ~~clean-up~~ cleanup) for dance performance.

Cultural Context and Dance History and Cultural Context

- DI.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form prior to 1900.
- DI.12 The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- DI.13 The student will ~~identify, research, and discuss~~ explain how dance reflects and records history and culture.
- DI.14 The student will identify various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.
- DI.15 The student will identify systems and methods for recording and documenting dance (e.g., Labanotation, digital recording, written notes).
- DI.16 The student will demonstrate skill in communicating information by researching ~~current and reporting on~~ dance institutions organizations and resources in the community and across the commonwealth.
- DI.17 The student will describe the concept of copyright and identify examples of artistic ownership.
- DI.18 The student will demonstrate appropriate behavior as an audience member and as a dancer in class, rehearsal, and performance.

Judgment and Analysis, Evaluation, and Criticism

- DI.19 The student will describe, ~~and interpret, and evaluate~~ dance works for technical, choreographic, performance, and production elements, using ~~appropriate~~ dance arts vocabulary ~~and terminology~~.
- DI.20 The student will view and compare dance ~~performance~~ to other art forms (~~e.g., visual arts, music, film, theatre, literature~~) and analyze similarities, differences, and the expression of common themes, ~~using oral and written responses~~.
- ~~DI.18 The student will discuss artistic choices in composition and performance, using appropriate dance arts vocabulary and terminology.~~
- DI.21 The student will ~~identify the role of the~~ read and respond to a variety of dance critiques.

Aesthetics

- ~~DI.20~~ — The student will view dance performances and discuss the elements of choreography, performance, music, costuming, and lighting design within each dance work that evoke aesthetic responses.
- ~~DI.21~~22 The student will ~~discuss how~~ identify and articulate personal experience, culture, and current events shape individual aesthetic preferences that form the basis for making personal aesthetic judgments about dance.
- DI.23 The student will describe sensory, emotional, and intellectual responses evoked by choreography and production elements within live and recorded dance performances.
- ~~DI.22~~24 The student will identify aesthetic characteristics within various dance styles.
- ~~DI.23~~ — The student will identify how the aesthetics of a culture influence dance arts.

Dance II

The ~~Dance II~~ standards ~~for Dance II~~ are designed to help students integrate and build upon the concepts learned and skills acquired in Dance I. Students ~~will~~ develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies ~~will~~ expand students' creativity and choreographic craftsmanship. ~~They will also develop additional performance and production skills.~~ Students ~~will refine~~ develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students ~~will~~ expand their appreciation of the dance arts as a richly expressive, vital contribution to society. ~~While developing awareness of the diversity that exists within the art form, students will identify a personal aesthetic and criteria for evaluating the dance arts.~~ While differentiating between aesthetics and criticism, students begin to understand the role of personal experience in the development of artistic choices. Students have the opportunity to explore a career within the dance profession and develop an understanding of the education, preparation, and professional etiquette required of that career.

Performance, Creation, and Production

- DII.1 The student will ~~maintain correct~~ differentiate between correct and incorrect alignment of spine and limbs while performing complex movement sequences.
- DII.2 The student will develop dance technique skills ~~and movement vocabulary, including strength, flexibility, coordination, endurance, balance, replication,~~ through kinesthetic awareness; and self-evaluation.
- DII.3 The student will perform a variety of complex movement ~~sequences~~ phrases that employ a ~~wide range of space, shape, time, rhythm, energy, and effort requirements~~ movement elements and stylistic qualities.
- DII.4 The student will identify ~~implications for performance and injury prevention result from variations in the impact of~~ physical structure and ~~individual choices regarding~~ health and wellness choices on performance and injury prevention.
- DII.5 The student will participate in solo and group improvisations in response to a variety of environments and props.
- DII.6 The student will use improvisational skills to extend the length of set movement phrases.
- DII.67 The student will choreograph ~~small group dances~~ solos, duets, or trios that
1. ~~demonstrate manipulation and development of movement phrases~~ the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. ~~use a variety of compositional~~ demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
 3. use a variety of compositional forms, including chance, rondo, and theme-and-variation.
- DII.8 The student will demonstrate the use of constructive criticism practices in the delivery of feedback to peers regarding the effectiveness of compositional choices.
- DII.79 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and the realization of choreographic intent, in performance.

- DII.810 The student will
1. identify and use safety procedures in all dance settings; and
 2. ~~use proper exercise~~ care with use of theatre facilities, equipment, and costumes.
- DII.911 The student will ~~participate in various~~ fulfill the responsibilities of a production-support roles (e.g., those of choreographer, costume designer, stage manager, house manager, public relations) ~~that involve leadership or design, identifying the responsibilities for dance performance and behaviors that lead to effective execution of the role.~~

Cultural Context and Dance History and Cultural Context

- DII.4012 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1900 to ~~the present~~ 1970.
- ~~DII.11 The student will identify, research, and discuss the effects of dance as an art form on individuals, groups, and cultures.~~
- DII.13 The student will investigate and report on issues of diversity in dance.
- DII.4214 The student will research a ~~variety of personally selected careers in the~~ within the dance profession, ~~including those of performers, choreographers, management and production personnel, collaborating artists, health professionals, and dance scholars~~ focusing on the required education and preparation.
- DII.4315 The student will examine ~~and discuss~~ the impact of technology contemporary media on the ~~art~~ creation and documentation of dance ~~through time.~~
- DII.4416 The student will demonstrate skills in communicating information by researching ~~current and reporting on dance institutions~~ organizations and resources in the ~~community, commonwealth, nation and across the~~ world.
- DII.17 The student will explain copyright law as it pertains to dance performance, including grand rights for use of music and artistic ownership of choreography.
- DII.18 The student will model proper behavior in all dance-related settings.

Judgment and Analysis, Evaluation, and Criticism

- DII.4519 The student will ~~describe, interpret, and evaluate in oral and written form,~~ explain criteria that affect dance quality ~~in a dance~~ and the realization of choreographic intent, including
1. development of movement phrases;
 2. elements of composition and compositional form;
 3. technical skill of the performers; and
 4. production elements; ~~and,~~
 5. ~~impact of the dance performance as a whole.~~
- DII.4620 The student will ~~discuss~~ identify and explain ways in which other art forms ~~(e.g., visual arts, music, film, theatre, literature)~~ and technology ~~can~~ contribute to dance performance.
- DII.4721 The student will ~~discuss, analyze, and evaluate~~ describe effective and ineffective artistic choices in composition and performance, using ~~appropriate~~ dance arts vocabulary ~~and terminology.~~

~~DII.18~~22 The student will ~~identify the role of the dance critic and compare and contrast a variety of~~ write a dance critiques, referencing criteria that affect the quality of the performance and using dance arts vocabulary.

Aesthetics

~~DII.20~~ The student will investigate how a dance can be viewed from a variety of aesthetic stances (e.g., classicism, postmodernism).

~~DII.24~~23 The student will ~~analyze and articulate his/her~~ describe how personal experience, culture, and current events shape personal aesthetic and the criteria upon which that aesthetic is based, using appropriate dance arts vocabulary and terminology preferences.

~~DII.19~~24 The student will ~~view live and recorded dance performances and discuss~~ explain aesthetic responses to live and recorded dance performances, using ~~appropriate~~ dance arts vocabulary and terminology.

~~DII.25~~ The student will explain ways in which aesthetic responses to works of dance differ from evaluation and critique.

Dance III

The standards for Dance III help students extend technical and performance skills, apply choreographic concepts, and understand dance as an art form through self-evaluation and reflective-thinking processes. Physical technique skills are expanded to include the study of partnering. Dance improvisation and composition explore small group forms and processes. Students develop leadership skills by assuming greater responsibility for defined roles in production preparations. Communicative, interpretive, and evaluative skills are refined as students analyze ways dance changes in response to cultural trends and contemporary media. While developing awareness of the diversity that exists within the art form, students identify a personal aesthetic and criteria for evaluating the dance arts.

Performance, Creation, and Production

- DIII.1 The student will maintain correct alignment of spine and limbs while performing complex movement sequences.
- DIII.2 The student will expand dance technique and movement vocabulary through study of partnering skills, including weight-sharing, counter-balance, and lifting principles.
- DIII.3 The student will construct and perform short movement sequences in a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIII.4 The student will evaluate and identify personal strengths and weaknesses in relation to the demands of dance technique and performance.
- DIII.5 The student will formulate improvisational frameworks in collaboration with peers.
- DIII.6 The student will choreograph a small group dance that
 - 1. demonstrates manipulation and development of movement phrases;
 - 2. employs a variety of compositional elements; and
 - 3. uses an identifiable compositional form.
- DIII.7 The student will incorporate constructive criticism when creating choreography.
- DIII.8 The student will self-evaluate personal dance performance and create goals for improvement.
- DIII.9 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. exercise care with use of theatre facilities, equipment, and costumes.
- DIII.10 The student will fulfill a production-support role (e.g., costume designer, stage manager, house manager, public relations manager) that involves leadership and/or design responsibilities.

Dance History and Cultural Context

- DIII.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1970 to the present.
- DIII.12 The student will investigate and report on the use of dance as social commentary.

DIII.13 The student will research a career that serves the dance profession, such as musician, health professional, dance educator, or dance scholar, focusing on required education and preparation.

DIII.14 The student will create and use a system for documenting personal choreography of short movement sequences.

DIII.15 The student will explain the process for securing permission to use copyrighted music for dance.

DIII.16 The student will participate in audition experiences, demonstrating appropriate audition etiquette and preparation.

Analysis, Evaluation, and Critique

DIII.17 The student will compare the criteria that affect quality in two contrasting dance styles.

DIII.18 The student will identify how personal experience can affect the interpretation and evaluation of dance.

DIII.19 The student will analyze and evaluate artistic choices in composition and performance, using dance arts vocabulary.

Aesthetics

DIII.20 The student will analyze and articulate a personal dance aesthetic and the criteria upon which that aesthetic is based, using dance arts vocabulary.

DIII.21 The student will identify how the aesthetics of a culture influence the dance arts of that culture.

Dance IV

The standards for Dance IV help students develop independent thinking, personal responsibility, and leadership while continuing to refine dance skills in performance and choreography. Students synthesize technique and composition skills in the creation of movement sequences for the classroom. Advanced level composition and production skills are applied in the development and documentation of a fully produced work for the dance concert stage. Communicative, analytical, and evaluative skills are employed as students examine and respond to contemporary issues in the dance field, articulate personal aesthetics, and defend their artistic choices and perspectives. Students develop personal portfolios to represent their creative work and career preparation.

Performance, Creation, and Production

- DIV.1 The student will use correct alignment and execution prompts while leading movement sequences.
- DIV.2 The student will refine personal movement skills and kinesthetic awareness through exploration of a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIV.3 The student will construct and lead movement sequences in a variety of dance styles.
- DIV.4 The student will design a personal plan to optimize physical capacity to participate in dance activities throughout life.
- DIV.5 The student will create and perform an improvisational work based on a personally selected narrative.
- DIV.6 The student will choreograph a solo or small group dance that
1. demonstrates manipulation and development of movement phrases;
2. employs a variety of compositional elements; and
3. uses an identifiable compositional form.
- DIV.7 The student will refine personal choreography for performance in response to constructive criticism and defend artistic choices.
- DIV.8 The student will self-evaluate personal dance performance and implement strategies for improvement.
- DIV.9 The student will
1. identify and use safety procedures in all dance settings; and
2. exercise care with use of theatre facilities, equipment, and costumes.
- DIV.10 The student will communicate design concepts, scheduling, and technical details with the production team in order to produce a personally choreographed work for performance.

Dance History and Cultural Context

- DIV.11 The student will select and research a current dance artist, identifying training and professional background, stylistic hallmarks, and key works of repertoire.

DIV.12 The student will investigate and report on the impact of dance performances as seen in contemporary media (e.g., film, television, social media).

DIV.13 The student will create a plan that outlines specific goals for education and professional development in pursuit of a chosen dance-related career.

DIV.14 The student will create a professional résumé to be included in a personal portfolio.

DIV.15 The student will employ a system of documentation to record and preserve a personally choreographed work.

DIV.16 The student will explain the ethical considerations involved in using copyrighted materials for dance.

Analysis, Evaluation, and Critique

DIV.17 The student will develop and articulate personal criteria for evaluating dance performances.

DIV.18 The student will assess the effectiveness of a dance performance and suggest alternative artistic choices, describing the impact of such changes on the work.

DIV.19 The student will write a critique of a personally choreographed work for inclusion in a personal portfolio.

Aesthetics

DIV.20 The student will write an aesthetic statement to be included in a personal portfolio, citing sources that have contributed to and/or inspired personal perspectives.

DIV.21 The student will investigate and describe how a dance can be viewed from a variety of aesthetic stances (e.g., romanticism, classicism, postmodernism).